CENTURYLINK TEACHERS AND TECHNOLOGY GRANTS PROGRAM
COMPETITIVE SUB-GRANT PROPOSAL ASSURANCE SHEET

Project Title: Sm"ART" Devices in the Art Room Amount of Request: $4,942.38

Name of Certificated Teacher (or "lead teacher" if more than one): Melissa Stephenson

Name of School currently teaching at: Eagle High School

District Name: West Ada District Number: 2

Total number of teachers involved (if more than one): 1 Grade level(s) impacted: 9-12

Please list other teachers involved if this is a team application: n/a

Content area(s) impacted: student leadership/civics and visual art

I certify that if I receive a CenturyLink Teachers and Technology Program Grant –

1. **I agree to create a 5-minute video highlighting my project for the purposes of sharing best practices with other Idaho PreK-12 teachers.**
2. **I agree to do one presentation on my project to other Idaho PreK-12 teachers before December 31, 2015 (by 5 pm MST).**
3. **I agree to submit an electronic report to the Idaho State Department of Education on or before December 31, 2015.**

SUPERINTENDENT NAME (PRINT) Dr. Linda Clark	E-MAIL Clark.Linda@westada.org	TELEPHONE (208) 855-4500
SIGNATURE		
PRINCIPAL NAME (PRINT) Beck	E-MAIL beck.tawna@westada.org	TELEPHONE (208)350-4235
SIGNATURE		
TEACHER OR LEAD TEACHER NAME (PRINT) Melissa Stephenson	E-MAIL Stephenson.melissa@westada.org	TELEPHONE (208)350-4235
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TECHNOLOGY DIRECTOR (PRINT) Jeff Reininger	E-MAIL Reininger.Jeff@Westada.org	TELEPHONE 350-5756
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CenturyLink Teachers and Technology Grants Program
Applicant certification

As an applicant for a CenturyLink Teachers and Technology Grant, you are required to certify the following statements. Please ensure that you work with the necessary individuals within your school or district to ensure that the following statements are accurate.

1. 1. After reasonable investigation (such as conferring with the school's network administrator), the applicant does not anticipate that the proposal, if selected for award, would significantly increase the school's network capacity needs.

M Stephenson
Signature of applicant

Signature of principal

12/18/14
Date

12-18-14
Date

1. 2. The applicant is not involved in any procurement decisions regarding the purchase of the school's telecommunications and internet services, including its participation, if any, in the E-Rate program.

M Stephenson
Signature of applicant

Signature of principal

12/18/14
Date

12-18-14
Date

1. 3. The applicant confirms that receiving this grant will have no impact on and will not be considered in E-rate procurement decisions for their school or school district.

M Stephenson
Signature of applicant

Signature of principal

12/18/14
Date

12-18-14
Date

Applicant's Name (please print): Melissa Stephenson

City and State: Eagle, Idaho

School Name: Eagle High School
School District: West Ada

Current Innovation

If you walked into my high school classroom today, you would see students engaging in art and the art-making process by utilizing technology. We begin every class period with a visual bell-ringer displayed in the front of the room with my LCD projector. I lead demonstrations on the document camera almost daily, so that all forty of my students in a class period can see the techniques we'll be using in our projects, instead of trying to crowd around a table. I create QR code "scavenger hunts," where my students have to scan codes placed throughout the room to access small amounts of informational texts or videos about a culture. We watch YouTube, Discovery Education, and PBS video clips together and tour virtual art galleries to learn about art history and art-making practices. You would see my students who are fortunate enough to own personal devices, such as tablets, smart phones, and iPods, connecting to our school's wireless network and synthesizing reference images to create new works of art, or viewing the gallery of completed art projects on our class website.

Unfortunately, not all of my 217 students have access to personal devices, or they require technological capabilities like printing, video editing, or scanning. If you walked into my classroom today, you would also see the students lining up to print off a picture from my faculty desktop computer, the only one in the room that reliably connects to the internet. You would also see my student council members staring at a blinking CRT screen on one of our two student computers, waiting thirty to forty minutes (half a class period) for the computer to log-on to our student network, or reboot because the screen didn't display properly. You would see my council members sitting around, waiting for the computers in the library to be available for them to research how to hold a blood drive, to create quotes for items we need to purchase for events, or to type up the documentation required by our state association of student councils.

If you walked into my classroom today, you would see students who want to incorporate and develop their technological skills, but for whom our classroom setup is inadequate. As I continue to add more and more multimedia and digital components into my lesson plans over the years, I see my students' end-of-course exam scores increase. My students are consistently out-scoring their district peers each semester, and I know that it is because they are increasingly engaging with and utilizing their artistic knowledge. The more individualized instruction and personalized digital content I can provide them, the better artists and twenty-first century citizens they will become. With the addition of six iPads and a new desktop computer in our classroom, my students would no longer be waiting for their turn to use our computers, but could instead be creating digital artwork on iPads, producing public service videos for the school in iMovie, compiling a digital art portfolio for scholarships, or printing posters for school events and art shows wirelessly.

Project Narrative

Project Description

The Sm"ART" Devices in the Art Room project aims to bring twenty-first century technology into the art room to help align my classes with the Idaho Core Standards, gain real-world skills that will benefit my students outside of the art room, and increase the amount of individualized instruction my students receive.

The Idaho Core Standards for Technical Subjects, the category in which art and student leadership fall, requires students to read, write, and present information more often in class. With the addition of iPads and an new desktop computer in the classroom, my students would be able to visit the *Scholastic Art* website in small groups and access the additional features offered there and not in the printed magazine. Students could watch the short videos the site provides on artists, art history, and art concepts, and create a product, such as a poster, Prezi presentation, or 30-second video, demonstrating what they learned. The iPads have cameras and support iMovie software that allows students to quickly and easily create and edit videos. My students could also engage with our art concepts through the use of eBooks, which can be created on a desktop computer or iPad published to the all of the iPads. There are several free apps that allow me to create a multimedia "textbook" of sorts for my students, where written information, video clips, graphs, images, and animation can be combined to fully illustrate an idea or unit in a way that regular textbooks and readings cannot. The addition of iPads and a new desktop computer to my classroom would also allow my students to interact with their readings and use

applications like Edmodo to respond to discussion questions, take polls on which point-of-view or artist they prefer, and take quizzes online, which will give them instant feedback about their understanding of topics. The ability to read, write, and discuss concepts more frequently will not only help my students better understand our curriculum and therefore do better on our end-of-course exam, but also provide them with foundational skills for college and the business world.

The Sm"ART" Devices in the Art Room project will also provide my students with real-world applications and technological skills needed in the art and business worlds. Students in my art classes are typically unable to engage with digital art creation, the fastest-growing segment of arts-related careers, because of the student-to-device ratio and outdated equipment in my classroom. I have two occasionally-functioning older desktop computers for students to use during class, giving me a ratio of 20 students to one computer (20:1). These computers frequently take thirty minutes or longer to log students into the school network, allowing two or three students to use each computer each class period. This is simply an infeasible way to do a class project. My high school has three computer labs of 30 computers (90 computers total), all of which are booked by other teachers many months in advance and completely unavailable to teachers during testing windows, which make up between 6-12 weeks of the school year. Because of this disparity between the number of students I teach and the technology I have available, the majority of my students' interactions with videos, images, and demonstrations in the art room is done as a whole class, with everyone watching a video or demonstration together via the projector and document camera. While this technique has its advantages, it does not allow my students to engage with the technology themselves, and they don't learn the important life and career skills of putting together a presentation, searching the internet, or using digital art tools. If we had the addition of iPads and a new desktop computer in the classroom, my students could photograph or scan in their artwork, upload the images to Artsonia or Edmodo, and turn their projects in digitally. This allows students to create a digital art portfolio, something that is required in AP Studio Art, and needed to apply to art programs, art colleges, and art scholarships. My student council members could use the iPads to create public service videos for our morning announcements using iMovie, and edit the videos using the same program.

Lastly, this project will allow my students the opportunity to have individualized instruction. Right now, I use most of my classroom technology presenting to my students as a whole, which does not allow students to pause a lecture, re-watch concepts they are struggling with, or seek additional practice when needed. With the introduction of six iPads and a new desktop computer in my classroom, I can record lectures for students and put them on the iPads, therefore allowing them an opportunity to re-watch a lecture or finish their notes, especially if they were absent or struggle with language, such as ELL students. I have several special needs students in my art classes who struggle with gross and fine motor skills, and having iPads would allow them to manipulate objects on a screen, instead of having to draw the objects on paper. This would allow those students to focus on composing an art piece, instead of working on how to hold a pencil, use a ruler, color with colored pencils, etc. In summation, the addition of iPads and a new desktop computer to my art room could improve every part of my students' daily instruction on a highly-individualized level.

Project Team Members

I would be the only teacher implementing this project to begin with, but I would share my lessons utilizing technology integration and the iPads with the other art teacher in my building for use with his 150 art students. It is my hope that in the future, as more funds and iPads become available in my district, that this practice of utilizing technology in the art room becomes more commonplace. To accomplish this, I will present my use of iPads in my classroom at both the district technology expo and the Idaho Art Education Association state conference so that other art teachers can see how seamlessly art and technology can go together.

Feasibility

The high school I work at provides a secure wireless network for both students and faculty. The district also has a process in place to purchase and share applications on district-owned Apple products. My school district also strives to standardize the tablets used in our classrooms, and recommends the Apple iPad. We have technology specialists who will perform routine maintenance and updates on

district-owned iPads. My students are already very familiar with the iOS operating system because they have used iPads in other classes, and some of them own iPhones or have Apple computers at home, so the technology platform will be easy for them to navigate. Having a new desktop computer will allow me to create documents, PowerPoints, and eBooks easily with a full keyboard and large screen, and then push them to the iPads where students can access and manipulate them. All of these products will communicate with a wireless printer via our wireless network, allowing students to print reference images, posters, and presentations from anywhere in the classroom.

Sustainability

My school district has not had the funds to purchase new art textbooks or videos for our library for over a decade, so having the desktop computer and iPads will allow me to create eBooks, videos, and presentations that demonstrate my curriculum concepts for years to come, and allow these reference materials to change and adapt with new innovations in art, without having to consider purchasing new texts or materials.

School/District Support

I am fortunate enough to teach in a school and a district that value the use of technology in the classroom. My school principal and vice-principals have taken time to demonstrate ways to effectively use the technology we have available in the school, and the district has made writing grants for additional technology funding a priority. The administration, both in my school and at the district-level, offer training on how to incorporate technology into the classroom.

Anticipated Outcomes/Impact

With the implementation of the Sm"ART" Devices in the Art Room project, I hope to meet Idaho Core Standards for Technical Subjects regarding reading, writing, and presenting in class. The Idaho Core Standards for Technical Subjects can be found at http://www.sde.idaho.gov/site/common/4toolbox/. I also hope to prepare my students for life after high school by developing real-world skills, such as creating written documents, presentations, and graphs; utilizing digital technology to manipulate images and video; designing art projects using applications and programs in addition to paper and pencil. I anticipate that the use of the iPads and a new desktop computer, and the corresponding increase in hands-on activities, videos, and multimedia presentations, will increase the engagement of my students, thereby increasing their knowledge and retention of our curriculum concepts during end-of-course testing.

Project Scope and Sequence

Date	Tasks/Action Items
May 2015	Purchase materials and set-up classroom technology
June – July 2015	Familiarize myself with all the new technology can do Work with the materials to create lessons that incorporate technology throughout the semester
August 2015	Present ideas of how to incorporate Smart Devices in the Art Room at the district technology expo Ensure devices are loaded with apps for first semester
September - November 2015	Utilize the technology daily in my classroom by having students create, interact with, and manipulate digital content Present ideas of how to incorporate Smart Devices in the Art Room at the Idaho Art Education Association conference in October
December 2015	Meet all grant recipient requirements before December 31, 2015

Budget Narrative

After researching tablets and computers, I have chosen the Apple iPad and the district-approved Lenovo M93 desktop PC for my classroom because they are the supported technology for my school district, and therefore comes with district technical support if needed. Additionally, the iPad is the tablet and operating system my students are most familiar with, as many of them use an iPhone on a daily basis. There is also an enormous amount of applications, many of which are free, that are available for the iPad. Adding a Lenovo desktop computer allows for the option of using a desktop computer for typing, scanning, and creating projects. The addition of Microsoft Office software, which is free for me to download through the school district, will make it possible to produce documents using programs utilized in students' other classes and the business world, and iMovie will allow my art and student council students to easily create videos to demonstrate their learning.

Budget Spreadsheet

Activity	Materials and Supplies	Capital Objects	Quantity	Price per Unit	Subtotal
Internet applications, and photo/ video editing	iPad	iPad Air 2 Wi-Fi 16 GB	6	$479	$2,874
Document creation, internet applications, eBook creation, and photo/ video editing	Desktop PC	District-Approved Lenovo M93 Desktop PC with 19" Monitor	1	$1,049	$1,100
Art Applications for the iPad	Drawing applications	Inspire Pro app Artkive app Art Set app Let's Create Pottery app Symmetry app Da Vinci HD app Art History Test app Gallery of Artists app Art History app	6	$59.80	$358.80
eBook Applications	eBook application for iPad	Creative Book Builder	6	$4.99	$29.94
iPad protection and improved typing function	iPad cases with keyboard	Logitech Type+Keyboard Folio Case for iPad Air 2	6	$99.95	$599.70
Movie editing software	iMovie	iMovie application for iPad	6	$4.99	$29.94
				Grand Total:	**$4,992.38**